**FLEX 5**

**CLASS MATERIALS**

**FLEX 5**

**Period 1A or 1B**

The Class

FLEX (Foreign Language Exploration) is a class designed to introduce students to the Spanish language. Students will participate in authentic activities to use Spanish in everyday settings. They will have the opportunity to explore the language through conversation, hands-on activities, reading, and reflections.

Expectations

Students are expected to arrive to class on time and with all materials. Every day, students must bring a pencil, their agendas, and a folder for class handouts. As there is no textbook for this course, students MUST keep all handouts until the end of the grading period. Students will participate in class, complete all assigned work, and treat classmates and teachers with respect. There will be consequences for students who do not meet these expectations.

**\*All assigned work must be turned in within one week of the due date or it becomes a zero.**

**\*Use of translators is strictly prohibited. Any assignment that shows evidence of computer translation will immediately receive a ZERO with NO opportunity to redo the work. All assignments are carefully planned so that students have the skills and materials needed to complete them without the use of translators.**

Goals

* Communicate in basic Spanish in conversation and written language
* Further students’ interest in language and culture
* Gain new perspectives on culture—our own and others’

Contact Information

Please contact me with any questions or concerns. I will return your message as soon as I can on the next school day. I check my email and voicemail during my planning period every school day.

Telephone: 304-387-2363

Email: [lmelliott@access.k12.wv.us](mailto:lmelliott@access.k12.wv.us)

You can also contact me through [www.edline.net](http://www.edline.net), which is where I will post course information throughout the semester. **I strongly encourage all parents to update their email addresses in Edline** as I may be sending course information through that system. If the email address you have listed in Edline is not active, you will not receive this information.

I look forward to getting to know your child during this course, and I’m very excited to begin exploring Spanish.

Sincerely,

Lynn Elliott

Spanish Teacher, OGMS

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Students must keep the top of this paper in their Spanish folders until the end of the grading period.

PLEASE sign here to show that you have read this information with your child:

**Child’s name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Telephone**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Best time to call: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Email address**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you prefer being contacted by telephone or email? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have an active Edline account? Yes / no

If you do, please make sure your Edline has been updated with your most recent email address.

Introducciones: ¡Bienvenidos al español!  
Please fill out this information to help Señorita Elliott get to know you better.

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class period I have Spanish: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ My homeroom: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

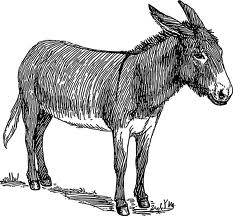
My full name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Preferred name/nickname: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who I live with and their relationship to me. For example – Mary (mom), Jeff (stepdad), Julie (sister): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you ever studied a language before? Do you speak any language other than English? Does someone in your family speak a language other than English? Tell me about any experience you have with languages.
2. What do you expect to get out of Spanish class?
3. Make a learning goal for yourself and for the whole class.   
   For the whole class – At the end of this course, we will be able to….

For me – At the end of this course, I will be able to…

1. When you learn something new, what’s the best way for you to remember it? Do you learn best by seeing new information, hearing it, or doing something hands-on?
2. What kinds of activities do you like to do outside of school? What kinds of things do you do with your family?
3. What’s the most important thing you want teachers to know about you?
4. What’s your favorite thing about school? Why is it your favorite?
5. Tell me about your favorite things (color, animal, food, music, class, etc).

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vocales (Vowels)**

**en español**

There are five vowels in Spanish, just as in English. These vowels always make the same sounds, and we have a tongue-twister to help us remember those sounds.

A – ah (as in “father”)  
E – ay (as in “day”)  
I – ee (as in “me”)  
O – oh (as in “go”)  
U – ew (as in “do” – unless it’s just after the letter Q—then it’s silent)

So, our tongue-twister is this:

***A E I O U, el burro sabe más que tú***

Which roughly translates as *A E I O U, the donkey knows more than you do*. It’s not the nicest phrase you’ll learn in Spanish class this year, but it’s fun to say and it’s very helpful when we practice our vowel sounds. If you know these five vowel sounds, you can sound out any word in Spanish!

Practice sounding out these words:

elefante buenos días de que ojo

clase cosa rayo madre rojo

Señor gigante arroz me llamo hotel

una taxi ir uña verdad

Japón y

Other sounds to keep in mind:

G – can be like the H in “hot” or the G in “gum,” but it NEVER makes a J sound!

(ex: geografía, gigante, gato, grupo)

H – always silent

(ex: hotel, hola, hipo)

J –like the H in “hot”

(ex: jalapeño, jirafa, Jalisco, anaranjado)

K – not a traditional Spanish letter, only used to spell foreign words.

LL – makes a Y sound like in “yes.” In some Spanish dialects, LL makes a J or an SH sound.

(ex: me llamo, llanta, amarillo)

Ñ – makes a NY sound like in “canyon.”

(ex: señorita, mañana, España)

QU – the U in this letter combination is ALWAYS silent.

(ex: que, porque, quien)

RR – makes a trilled R sound. If you can’t do the trill, don’t worry, a regular R sound is fine.

W – not a traditional Spanish letter, only used to spell foreign words.

Y – always makes an EE sound like the word “creepy.” By itself, Y means “and.”

Z – makes an S sound.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­Function Phrases: Getting Started in Spanish Class  
Words and phrases we’ll use in this course

|  |  |  |
| --- | --- | --- |
|  | **Spanish** | **English** |
| **Being polite** | Por favor | Please |
|  | Gracias. | Thank you. |
|  | De nada | You’re welcome. |
|  | Lo siento | I’m sorry |
|  | Perdón *or* Con permiso *or* Desculpa | Excuse me |
|  | Salud | Bless you |
| **Figuring out what people mean** | ¿Cómo? | What? I didn’t quite understand what you said. |
|  | Entiendo …. *No* entiendo | I understand …. I *don’t* understand. |
|  | ¿Cómo se dice \_\_\_\_? | How do you say \_\_\_\_? |
|  | No tiene sentido. | That doesn’t make sense. |
|  | ¿Qué significa \_\_\_? | What does \_\_\_\_ mean? |
|  | La palabra | The word |
| **Asking questions** | ¿Puedo ir al baño? | Can I go to the bathroom? |
|  | ¿Puedo ir al bebedero? | Can I go to the water fountain? |
|  | Tengo una pregunta. | I have a question. |
|  | ¿Dónde está \_\_\_\_? | Where is \_\_\_\_\_? |
|  | ¿Qué?  ¿Cuál?  ¿Dónde?  ¿Quién?  ¿Por qué?  ¿Cuándo?  ¿Cuánto(s)?  ¿Cómo? | What?  Which?  Where?  Who?  Why?  When?  How much/how many?  How? |
| **Basic Conversations/**  **Other Helpful Words** | Quiero \_\_\_\_ … *no* quiero | I want \_\_\_\_ … I *don’t* want |
|  | Necesito \_\_\_\_ … *no* necesito | I need \_\_\_\_ … I *don’t* need |
|  | Puedo \_\_\_\_ … *no* puedo | I can \_\_\_\_ … I *can’t* |
|  | Entiendo …. *No* entiendo | I understand …. I *don’t* understand. |
|  | Sí | Yes |
|  | No | No |
|  | Quizás | Maybe |
|  | Aquí | Here |
|  | Dime… | Tell me… |
|  | Un momento | One moment |
|  |  |  |
|  | 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez 11. once 12. doce 13. trece 14. catorce 15. quince 16. dieciséis 17. diecisiete 18. dieciocho 19. diecinueve 20. veinte 21. veintiuno 22. veintidós 23. veintitrés 24. veinticuatro 25. veinticinco 26. veintiséis 27. veintisiete 28. veintiocho 29. veintinueve 30. treinta 31. treinta y uno 32. treinta y dos 33. treinta y tres... | 10. diez  20. veinte  30. treinta  40. cuarenta  50. cincuenta  60. sesenta  70. setenta  80. ochenta  90. noventa  100. cien  101. ciento y uno  102. ciento y dos… |

***Could you repeat that?***

**¿Cómo?** – What did you say? I didn’t

understand/hear you.

**No entiendo** – I don’t understand.

**No sé** – I don’t know.

**No tiene sentido** – That doesn’t make sense.

**Más despacio** – Slower!

**¿Puedes repetirlo?** – Can you repeat that?

**Otra vez, por favor** – Again, please.

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_

**Introducciones**

**Conversación Uno**  
María: Hola, me llamo María.

Luis: Buenos días María. Yo soy Luis.

María: Mucho gusto.

Luis: El gusto es mío.

**Conversación Dos**

Carmen: Buenas tardes.

Beto: Hola. Me llamo Beto.

Carmen: Mi nombre es Carmen.

Beto: Es un placer.

Carmen: Igualmente.

**Conversación Tres**

Ana: Buenos días, soy Ana. ¿Cómo te llamas?

Sara: Me llamo Sara. ¿Cómo estás?

Ana: Estoy bien, ¿y tú?

Sara: Muy bien.

Ana: ¿De dónde eres?

Sara: Soy de Perú, ¿y tú?

Ana: Soy de España.

Sara: ¡Qué interesante!

**Conversación Cuatro**

Tito: Hola, soy Tito. ¿Cómo te llamas?

Juan: Me llamo Juan.

Tito: Un placer, Juan. ¿Cuántos años tienes?

Juan: Tengo trece años, ¿y tú?

Tito: Tengo doce años.

Juan: ¿De dónde eres?

Tito: Soy de los Estados Unidos, ¿y tú?

Juan: Yo también soy de los Estados Unidos, de West Virginia.

*Palabras claves – key words*

Me llamo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Soy (de) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿Cómo te llamas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Buenos días \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mucho gusto \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ El gusto es mío \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Es un placer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Igualmente \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿De dónde eres? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ¿Cuántos años tienes? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tengo \_\_ años. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Hola  Buenos días  Buenas tardes  Buenas noches | Adiós  Chao  Hasta luego  Hasta mañana  Hasta pronto |
| ¿Cómo estás?  ¿Cómo está usted?  ¿Qué tal?  ¿Qué pasa? | Estoy \_\_  bien  mal  más o menos  fatal/terrible |

|  |  |
| --- | --- |
| **Informal (casual)** | **Formal (polite)** |
| Use with:   * People the same age or younger * People we know really well   Examples:  ¿Cómo estás?  tú  Juan | Use with:   * People older than we are * People we show respect to (doctors, police officers, the principal, etc.) * People we don’t know or have just met   Examples:  ¿Cómo está usted?  usted  Señor Ramos |

People I know that I would use People I know that I would use   
INFORMAL language with: FORMAL language with:

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_

**Basic Personal Information**

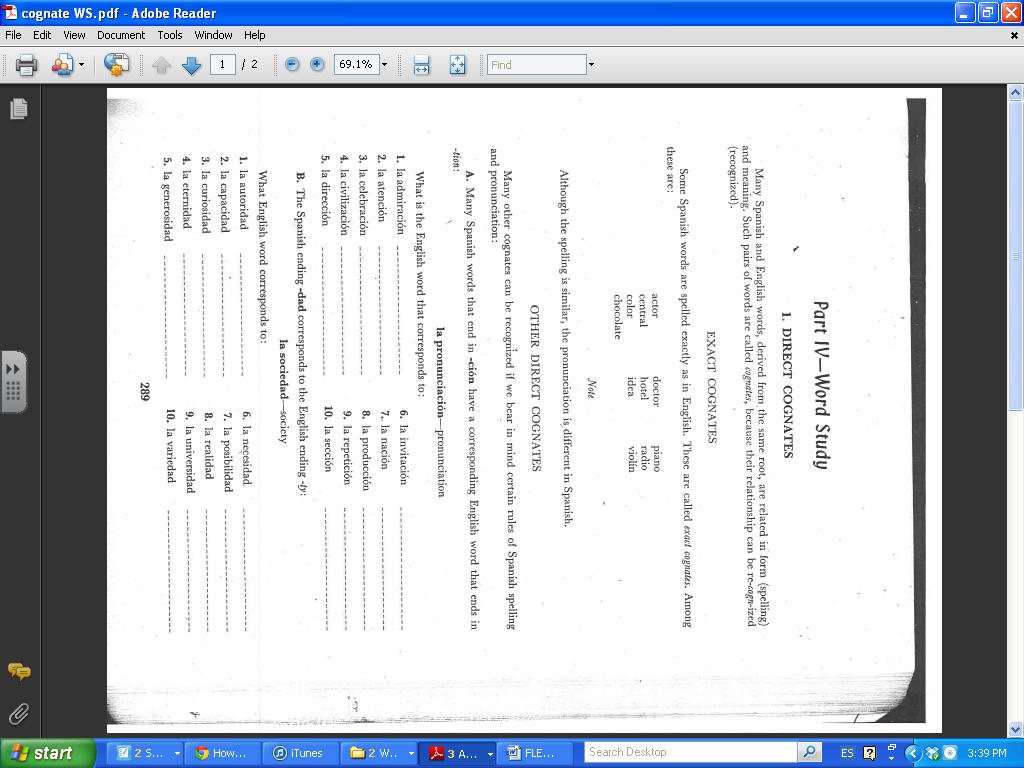
Soy de \_\_\_ - I’m from \_\_\_\_ Soy - I am  
los Estados Unidos - the United States  
¿Cuántos años tienes? - How old are you?  
Tengo \_\_\_\_ años - I’m \_\_\_ years old Tengo - I have  
  
Me gusta \_\_\_\_ - I like \_\_\_\_   
¿Te gusta \_\_\_? - Do you like \_\_\_?  
  
Mi color/animal favorito es \_\_\_ - My favorite color/animal is \_\_\_\_\_  
  
interesante - interesting  
simpático - nice  
extraño - weird  
cómico - funny  
aburrido - boring  
guapo - good-looking  
perezoso - lazy  
estudioso - studious, good student

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_

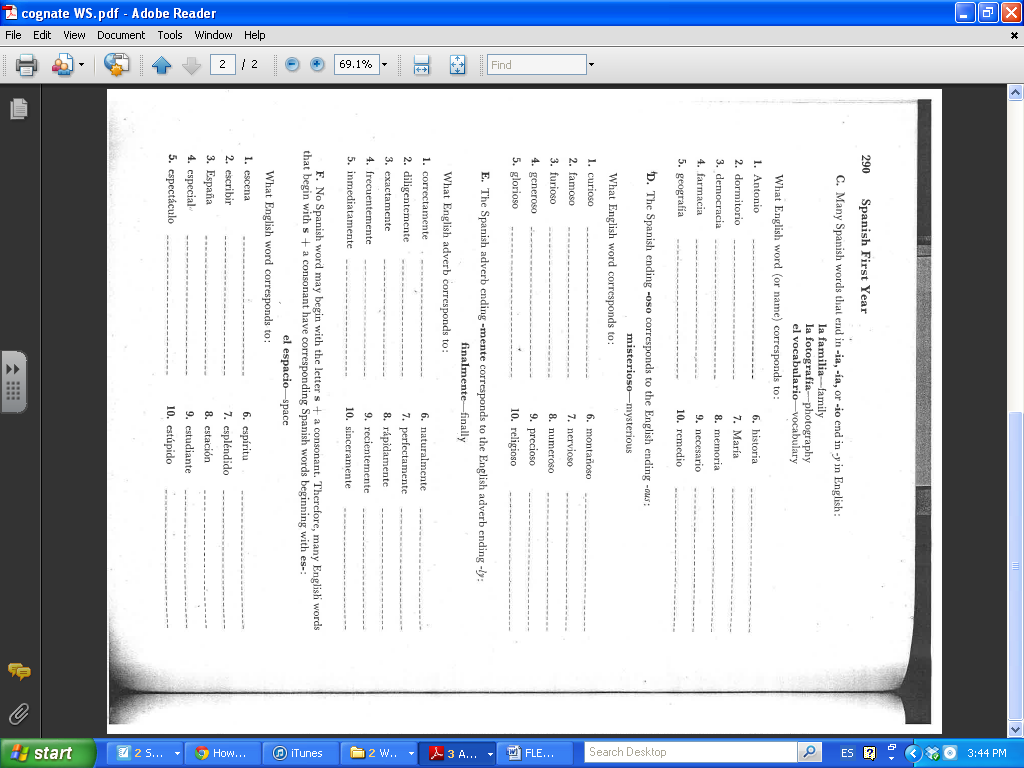
**Mis Clases - My Classes**

la clase - the class la clase de español - Spanish class  
de - of   
  
matemáticas - math  
inglés - English  
español - Spanish  
ciencias - science  
historia - history/social studies  
arte - art  
educación física - phys. ed.   
educación técnica - tech. ed.   
música - music  
coro - chorus  
  
antes de - before  
después de - after  
luego - later  
también - also  
es - (it) is  
tengo - I have  
me gusta - I like  
mi clase favorita - my favorite class  
mi clase menos favorita - my least favorite class  
  
divertida - fun  
aburrida - boring  
simpática - nice  
emocionante - exciting  
importante - important  
necesaria - necessary  
  
el maestro - the (male) teacher  
la maestra - the (female) teacher

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CLASS: \_\_\_\_\_\_\_\_\_\_\_\_ DATE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



PAGE 2



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class pd. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**Products in Spanish: Finding Cognates and Culture**

Answer these questions as you and a partner work with products and *realia* items in Spanish class. Remember to use *cognates* (words in two languages that sound/look alike and mean the same thing) to help you understand what you see.

1. Find all the cognates you can – list them here with their English meaning. (Read the fine print!!)

*Busca todos los cognados – escribe los cognados aquí con su significado en inglés.*

1. How do these cognates help you when you read the item you’re working with?

*¿Cómo te ayudan los cognados cuando tú lees el objeto?*

1. How is your item a **cultural product**? (**What** is it?)

*¿Cómo es tu objeto un* ***producto cultural****? (¿Qué es?)*

1. What **cultural practices** is your product used for? (**How** is it used by a group of people?)

*¿Para cuáles* ***prácticas culturales*** *se usa tu producto? (¿****Cómo*** *se usa por un grupo de personas?)*

1. What **cultural perspectives** can you identify? (**Why** is it used? For example, if your item food, you might tell who would eat that food, when, with whom…).

*¿Cuáles* ***perspectivas culturales*** *puedes identificar? (¿****Por qué*** *se usa?)*

1. Would YOU use this product? Why? (Think about *your* culture).

*¿Usarías TÚ este producto? ¿Por qué? (Piensa en* tu *cultura).*

PALABRAS ÚTILES (useful words)

Es un producto cultural porque…. *It’s a cultural product because…*

Es una práctica cultural porque… *It’s a cultural practice because…*

Es una perspectiva cultural porque… *It’s a cultural perspective because…*

Es – *it is*

Un anuncio – *an advertisement*

Un cognado -  *a cognate*

Make-up – maquillaje (mah-key-YA-hey)

Food – comida

Car – carro

Soap – jabón (hah-BONE)

Shampoo – champú

Hair dye – tinte (TEEN-tay) or colorante

Toothpaste – pasta de dientes

Lipstick – lápiz de labios

Gum - Chicle

**Subject Pronouns**

Subject pronouns are words that stand for proper nouns. They are the subject of the sentence, so they are the person or object performing the action. For example, in the sentence “Frida is crazy,” the subject is Frida.

We can replace “Frida” with the word “she”: She is crazy. “She” is a subject pronoun—a word that replaces “Frida,” which is a proper noun.

It’s the same in Spanish: **Frida** está loca, **ella** está loca.

**Subject Pronouns**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. I | 1. yo | 6. \_\_nosotros\_\_\_\_\_\_\_\_  7. \_\_nosotras\_\_\_\_\_\_\_\_ | we  6. masculine or mixed group form  7. feminine form |
| 2. you (singular, informal) | 2. tú | 8. \_\_vosotros\_\_\_\_\_\_\_\_\_  9. \_\_vosotras\_\_\_\_\_\_\_\_\_ | you guys in Spain  8. masculine or mixed group form  9. feminine form |
| 3. he  4. she  5. you (singular, formal) | 3. \_\_\_\_\_él\_\_\_\_\_  4. \_\_\_\_\_ella\_\_\_\_  5. \_\_\_\_\_usted\_\_\_ | 10. \_\_ustedes\_\_\_\_\_\_\_  11. \_\_ellos\_\_\_\_\_\_\_\_\_  12. \_\_ellas\_\_\_\_\_\_\_\_\_ | 10. you guys (Latin America informal, Spain formal)  11. they (masc. or mixed group)  12. they (fem.) |

There are some major differences between Latin American Spanish and the Spanish spoken in Spain. Some pronouns are used to address different people, depending on the country. These explanations are more detailed below:

**yo**

“yo” means “I.” It’s the first-person, singular pronoun. It’s the same in Latin America and Spain.

**tú**

“tú” means “you.” It’s the second-person singular pronoun, and it’s informal—always used with someone familiar. It’s the same in Latin America and Spain.

**él**

“él” means “he.” It’s a third-person singular pronoun, and it’s masculine. It’s the same in Latin America and Spain.

**ella**

“ella” means “she.” It’s a third-person singular pronoun, and it’s feminine. It’s the same in Latin America and Spain.

**usted** or **Ud.** (sometimes **Vd.**)

“usted” (abbreviated as Ud. or, in older writings, Vd.) means “you.” This is not the same as *tú*. Usted is very formal. It should be used to refer to epople you’ve never met or do not know well, people of a respected profession (e.g., doctors, professors, police officers), and people who are older or of a higher rank than you are. It’s the same in Latin America and Spain.

**nosotros, nosotras**

“nosotros” means “we.” There are two forms of this pronoun—“nosotr**o**s” should be used for a group of men or a mixed group of both men and women. “Nosotr**a**s” is used when the group contains only women. It’s the same in Latin America and Spain.

**\*\*\*vosotros, vosotras**

“vosotros” means “you guys.” It has two forms, just like *nosotros*. The same rules apply: “vosotr**o**s” is used for a group of boys or a mixe group of boys and girls, while “vosotr**a**s” is used for a group of girls. It’s an informal word, meaning that you can use it to address a group of people who are familiar, or a group of people younger than you. Think of it as the plural form of “tú.” Vosotros is used exclusively in the country of Spain.

**\*\*\*ustedes, Uds.** (sometimes **Vds.**)

“ustedes” is the plural form of “usted.” You use it to talk to a group of people. It’s used differently in Spain than in Latin America.

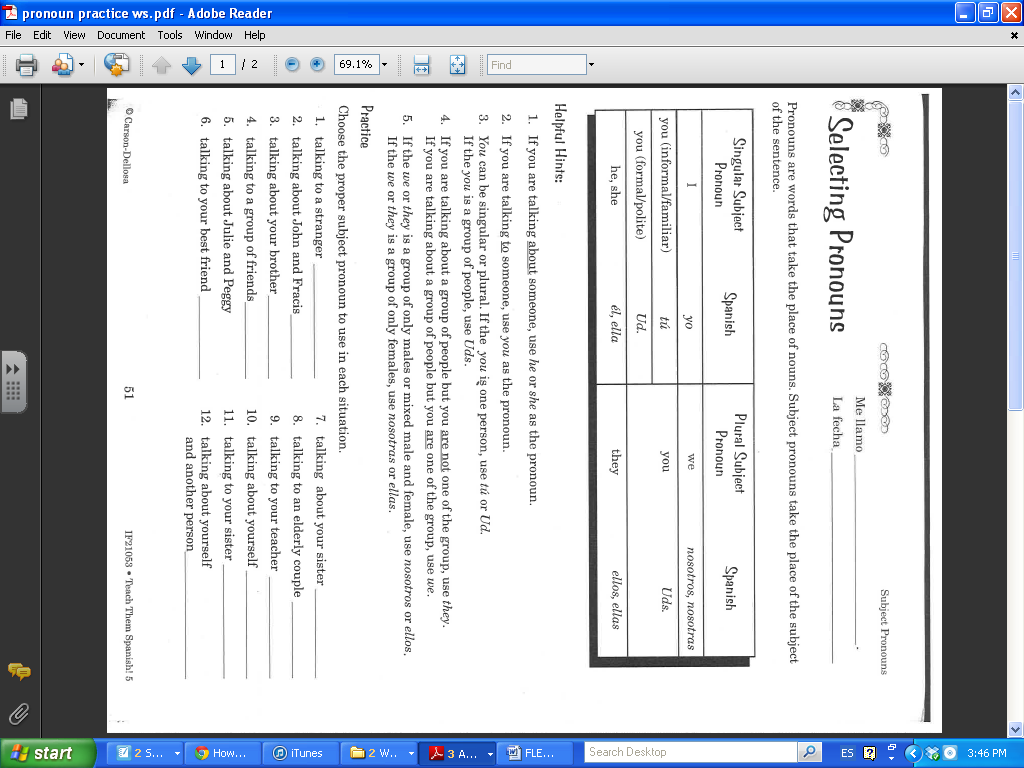
LATIN AMERICA: “ustedes” is both formal and informal. You use it any time you’re talking directly to a group of people.

SPAIN: “ustedes” is formal. It’s the more formal form of “vosotros.” It’s what you would use to address a group of people who are older than you or to whom you must show respect (a group of doctors, professors, or police, for example).

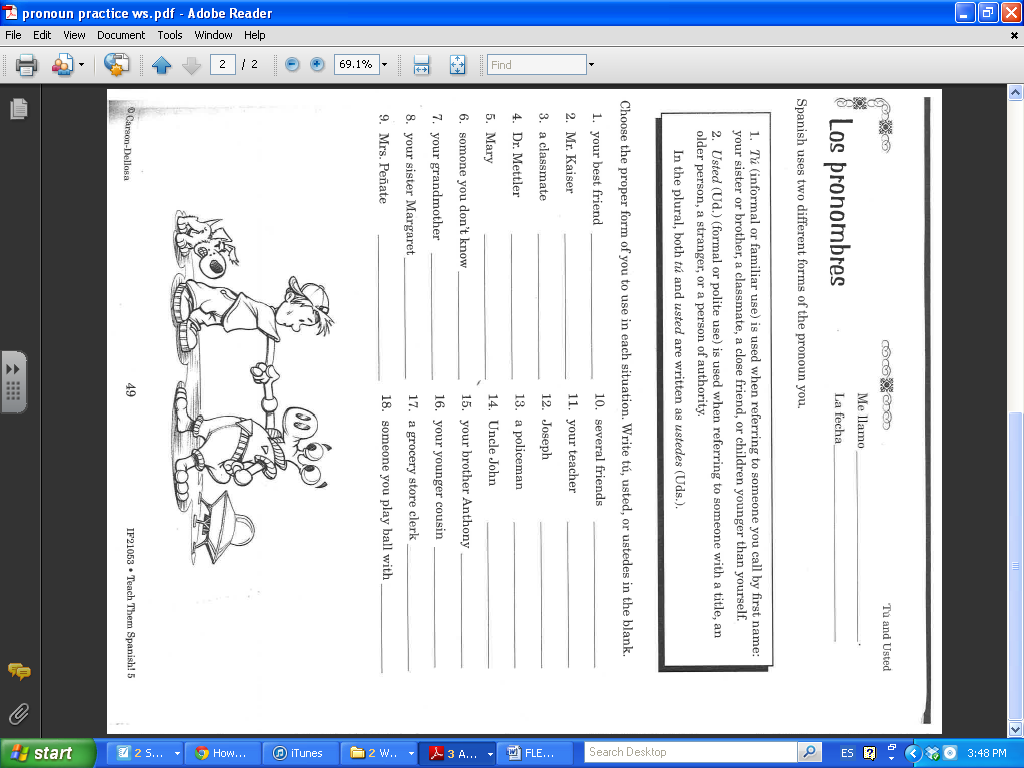
**ellos, ellas**

“ellos” means “they.” It’s the third-person plural pronoun. “Ell**o**s” is used for a group of boys or a mixed group of boys and girls. “Ell**a**s” is used if the group contains only girls. It’s the same in Latin America and Spain.

PRONOUN PRACTICE



PRONOUN PRACTICE



**Ser** – “to be” (permanent things: names, origin, description, opinion)

|  |  |  |  |
| --- | --- | --- | --- |
| yo |  |  | Nosotros, nosotras |
| tú |  |  | Vosotros, vosotras |
| Él, ella, usted |  |  | Ellos, ellas, ustedes |

**Tener –** “to have”

|  |  |  |  |
| --- | --- | --- | --- |
| Yo |  |  | Nosotros, nosotras |
| Tú |  |  | Vosotros, vosotras |
| Él, ella, usted |  |  | Ellos, ellas, ustedes |

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Useful Adjectives in Spanish

Colors - colores

rojo red

azul blue

verde green

anaranjado orange

morado purple

amarillo yellow

café (or marrón) brown

negro black

blanco white

rosado pink

gris gray

Physical Descriptions – what things look like

bonito pretty

guapo handsome

feo ugly

grande big

pequeño small

limpio clean

sucio dirty

viejo old

nuevo new

joven young

alto tall

bajo short

pelirrojo redheaded

**tengo** pelo castaño **I have** brown hair

**tiene** pelo castaño **he/she has** brown hair

pelo rubio blond hair

pelo corto short hair

pelo largo long hair

ojos marrones brown eyes

ojos azules blue eyes

ojos pardos hazel eyes

Character traits – describing personality

serio serious

cómico funny

artístico artistic

atlético athletic

bueno good

malo bad

simpático nice

organizado organized

desorganizado disorganized

People - personas

la mujer the woman

el hombre the man

la chica the girl

el chico the boy

el estudiante the student

la maestra, la profesora the teacher (f)

el maestro, el profesor the teacher (m)

Other Words – otras palabras

lentes glasses

lentes de sol sunglasses

bigote mustache

barba beard

sombrero hat

soy I am

eres you are (sing.)

es he/she/it is

somos we are

son they are/you guys are

¿Cómo eres? - What are you like? (phys. description)

¿Cómo es? – What is he/she like? (give a description)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Hola, yo soy Luis. Soy de los Estados Unidos. Soy estudiante. Soy pequeño, joven, y bajo. Soy serio, artístico, y muy organizado.

Tengo pelo corto y castaño. Tengo ojos azules. No tengo lentes.

Read the paragraph and answer these questions **IN SPANISH.**

1. ¿De dónde es Luis? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. ¿Es Luis estudiante? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. ¿Cómo es Luis? (Descríbelo) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. ¿Es Luis desorganizado? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. ¿Tiene Luis pelo rubio? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Autorretrato: Self-Portrait**

Using the adjectives and verbs we’ve studied in class, describe yourself in Spanish. Use the words provided to guide you. Fill the boxes.

|  |  |
| --- | --- |
| Soy… | Tengo… |
| NO soy… | NO tengo… |

Now, draw a self-portait here and color it:

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_

Se Busca: Wanted!

Your job is to design a “Wanted” poster using what you’ve learned so far in Spanish class. Here are the rules:

1. You MUST use a FAKE PERSON. You cannot use someone you know, a famous person, or a cartoon character. Make someone up.
2. You must write “Se Busca” at the top of your poster.
3. You must write a description of your person **in Spanish** on the BACK of your poster (this side).
4. You must draw a picture of the person you describe, and color it.
5. You must present your poster to the class in Spanish.

Description IN SPANISH:

**For the teacher to fill out**

Presentation grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Poster grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total grade for this project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Adjectives Practice**

Translate the following sentences into good, natural English.

1. ¿Eres alto o bajo?

2. Soy pelirrojo.

3. El chico es joven.

4. El maestro es cómico.

5. El hombre es viejo.

6. Tengo pelo castaño; no tengo pelo rubio.

7. No tengo pelo corto; tengo pelo largo.

8. La maestra no es simpática.

9. La mujer tiene lentes de sol.

10. El hombre tiene una barba muy larga.

11. Nuria tiene ojos marrones.

12. Tengo ojos verdes y grises.

13. ¿Tienes pelo largo?

14. El maestro es alto.

15. El hombre tiene un bigote y una barba.

16. La mujer tiene un sombrero feo.

17. El estudiante tiene lentes.

18. La chica es pequeña y bonita.

19. El estudiante es muy atlético.

20. Pepe no es muy organizado; es desorganizado.

21. María tiene ojos azules y pelo rubio.

22. Marilena tiene ojos pardos y pelo castaño.

23. Joaquín no es serio; es cómico.

24. Tú eres desorganizado.

25. Soy cómica, artística, y baja.

26. Maricarmen es una estudiante buena.

27. ¿Es Patricia guapa?

28. La chica joven es bonita.

29. El chico es grande y feo.

30. Yo no tengo lentes.

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_

Verbos y *gustar*

Infinitive verbs are verbs that don’t have a time (past, present, future) or a person.   
**English examples**: to run, to study, to jump, to sit, to be, to listen, to eat, to sleep  
**Spanish examples:** correr, estudiar, saltar, sentar, ser, escuchar, comer, dormir  
\*\*English infinitives have the word “to” in front of them, while Spanish infinitives always end in AR, ER, or IR.

We use infinitive verbs with phrases like “Me gusta…” to tell what we like to do.

Examples: No me gusta escuchar música. I don’t like to listen to music.  
 Me gusta hacer la tarea. I like to do homework.   
 Me gusta estudiar español. I like to study Spanish.  
 ¿Qué te gusta hacer? What do you like to do?

Use the verbs below to talk about what you like or don’t like to do.

Verb English Example English  
hablar por teléfono to talk on the phone Me gusta hablar por teléfono. I like to talk on the phone.   
escuchar música to listen to music ¿Te gusta escuchar música? Do you like to listen to music?  
leer libros to read books Me gusta mucho leer libros. I really like to read books.  
tocar la guitarra to play the guitar Me gusta tocar la guitarra. I like to play the guitar.   
estudiar to study Me gusta mucho estudiar español. I really like to study Spanish.   
correr to run No me gusta correr. I don’t like to run.   
montar en bicicleta to ride a bike Me gusta montar en bicicleta a veces.Sometimes I like to ride my bike.  
jugar al fútbol to play soccer ¿Te gusta jugar al fútbol? Do you like to play soccer?  
preparar la comida to prepare food A él, le gusta preparar la comida. He likes to prepare food.   
comer to eat A nosotros, nos gusta comer pizza. We like to eat pizza.  
beber to drink Nos gusta beber jugo. We like to drink juice.  
mirar la televisión to watch TV A ella, le gusta mirar la televisión. She likes to watch TV.   
hacer la tarea to do homework A María, no le gusta hacer la tarea. María doesn’t like to do homework  
dibujar to draw A Luz y a Che, les gusta dibujar. Luz and Che like to draw.

Other words or questions you might hear:

Tengo que...  *I have to...*Necesito... *I need...*  
Prefiero... *I prefer...*Puedo... *I can...*Quiero... *I want...*¿Qué te gusta hacer? *What do you like to do?*¿A quién le gusta...? *Who likes (to)...?*

We translate “gustar” into English as “to like,” but it’s actually a little different – it means “to be pleasing.” So we use special words to talk about the people who like things.

Spanish “Natural” English translation Literal (word-for-word) translation

**Me gusta** hablar. **I like** to talk. Talking **is pleasing to me**.   
**Te gusta** estudiar. **You like** to study. Studying **is pleasing to you.  
Le gusta** comer. **He/she/you (formal) like** to eat. Eating **is pleasing to him/her/you.**  
**Nos gusta** bailar. **We like** to dance. Dancing **is pleasing to us.**  
**Os gusta** cantar. **You guys (in Spain) like** to sing. Singing **is pleasing to you guys.**  
**Les gusta** aprender. **They/you guys like** to learn. Learning **is pleasing to them/you guys.**

We use special pronouns with the verb *gustar*. Here they are:

|  |  |  |  |
| --- | --- | --- | --- |
| To me  *A mí* | **me** | **nos** | To us  *A nosotros* |
| To you  *A ti* | **te** | **os** | To you guys (Spain)  *A vosotros* |
| To him/her/you (formal)  *A él, a ella, a usted* | **le** | **les** | To them/you guys (everywhere)  *A ellos, ellas, ustedes* |

**More infinitive verbs:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Verb** | **English** | **Verb** | **English** |
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Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_

A Javier, ¿qué le gusta hacer?

Hola, me llamo Javier. Soy de la Ciudad de México. Soy atlético y alto. Me gusta correr, jugar al fútbol, y montar a bicicleta. Me gusta ir a la escuela, pero no me gusta estudiar.

No soy artístico; no me gusta dibujar o tocar la guitarra.

Y a ti, ¿qué te gusta hacer?

Cierto o Falso

1. A Javier, le gusta estudiar. \_\_\_\_\_\_\_\_\_\_
2. A Javier, le gusta andar en bicicleta. \_\_\_\_\_\_\_\_\_\_
3. Javier es artístico. \_\_\_\_\_\_\_\_\_\_
4. Javier es alto. \_\_\_\_\_\_\_\_\_\_
5. Javier es de Nicaragua. \_\_\_\_\_\_\_\_\_\_

NAME: CLASS:

Part II example

Read the following paragraphs in Spanish, then answer the questions in complete sentences in SPANISH.

Hola, me llamo Marta. Me gusta leer libros porque es muy interesante. No me gusta hacer la tarea, pero yo soy estudiosa. También me gusta dibujar porque soy artística.

Me gusta escuchar música. Me gusta pasar un rato con mis amigos y mi familia. También me gusta hablar por teléfono porque es divertido. Me gusta jugar baloncesto, hóckey, fútbol americano, y béisbol porque es interesante. Prefiero jugar baloncesto porque me gusta correr.

1. ¿Es Marta estudiosa? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. ¿Es Marta atlética? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. A Marta, ¿qué le gusta hacer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. A Marta, ¿por qué le gusta jugar baloncesto? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. A Marta, ¿por qué le gusta dibujar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*dibujar - to draw baloncesto - basketball porque - because*

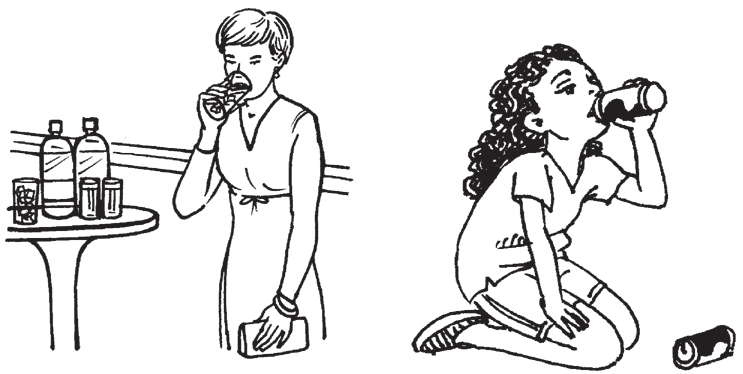
*también - also, too estudiosa - studious, studies a lot por qué - why*

*pasar un rato con los amigos - to spend time with friends divertido – fun*

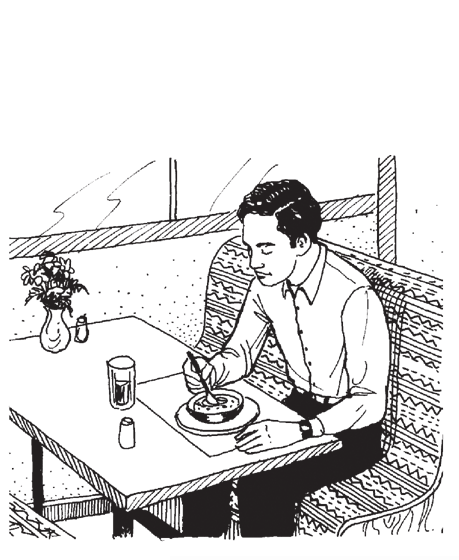
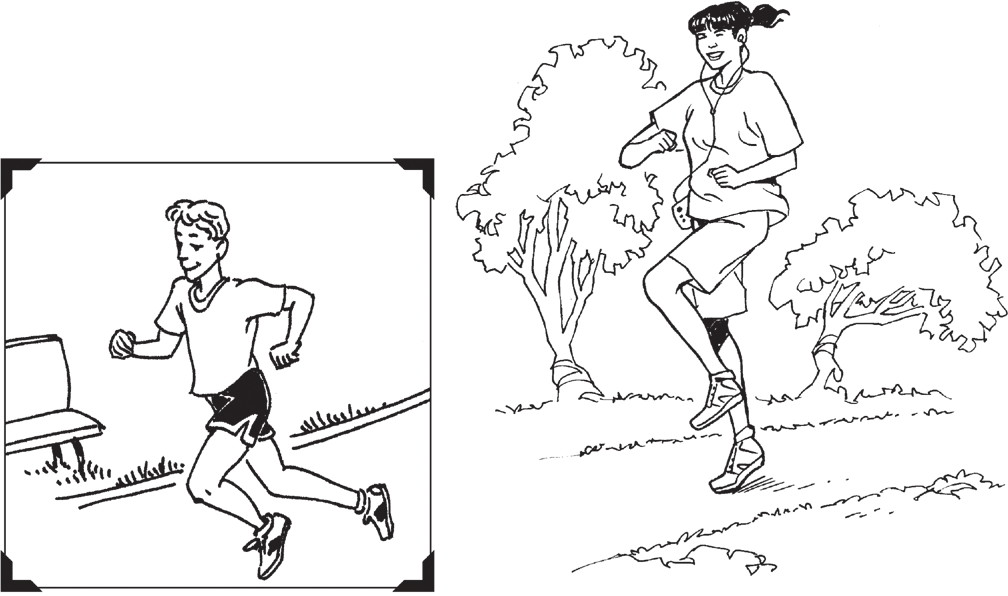
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**Gustar and Activities**

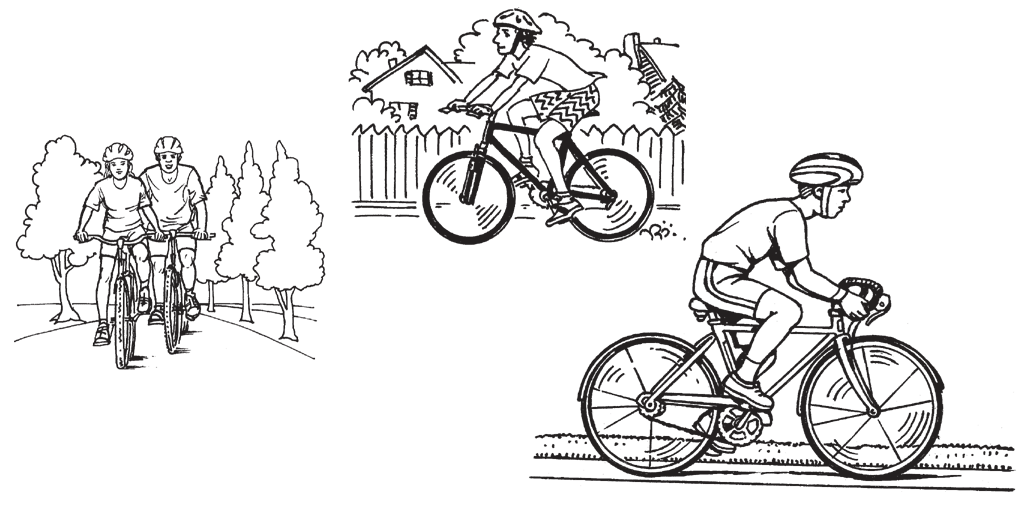
**­­­­For each photo, write a COMPLETE sentence in SPANISH telling whether you like the activity in the photo. Remember the phrases “Me gusta…” and “No me gusta…” as well as your verb vocabulary.**

**1.**  **2.**

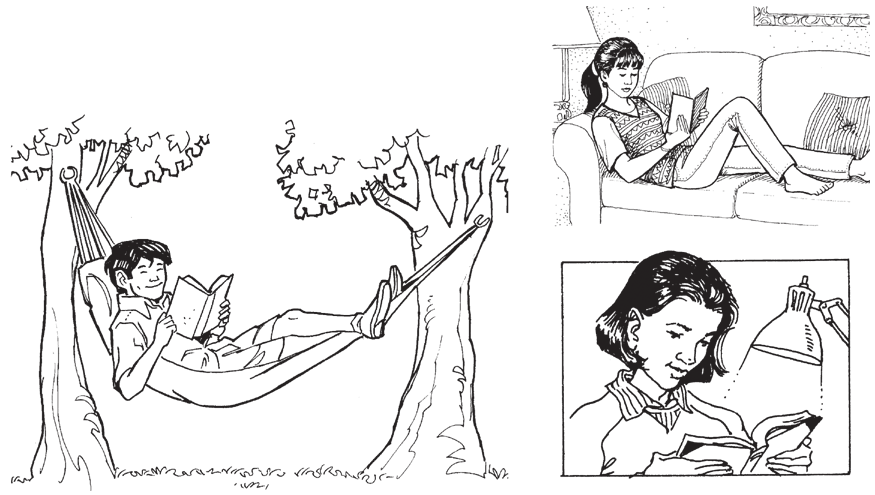
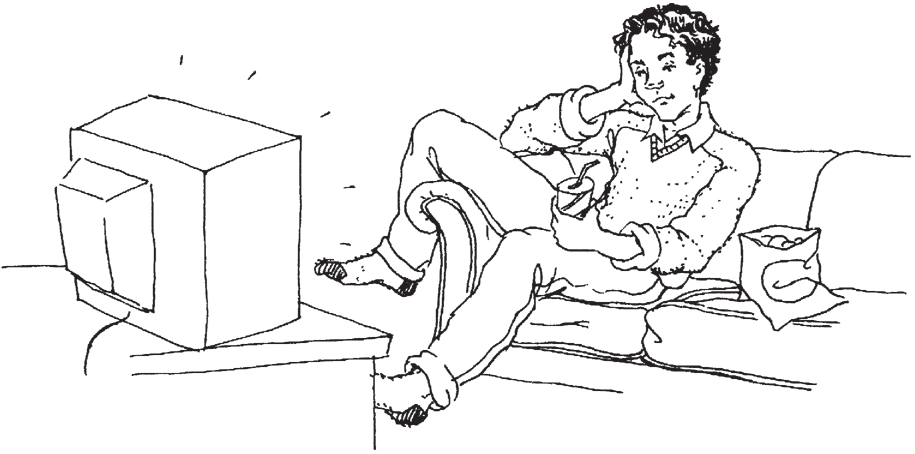
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3.**  **4.** 

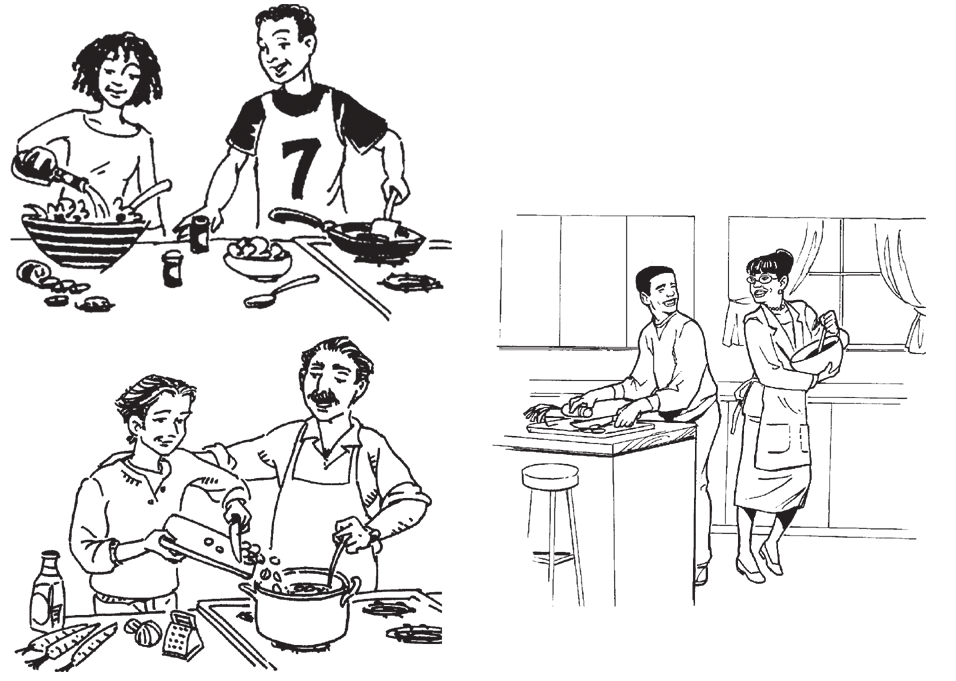
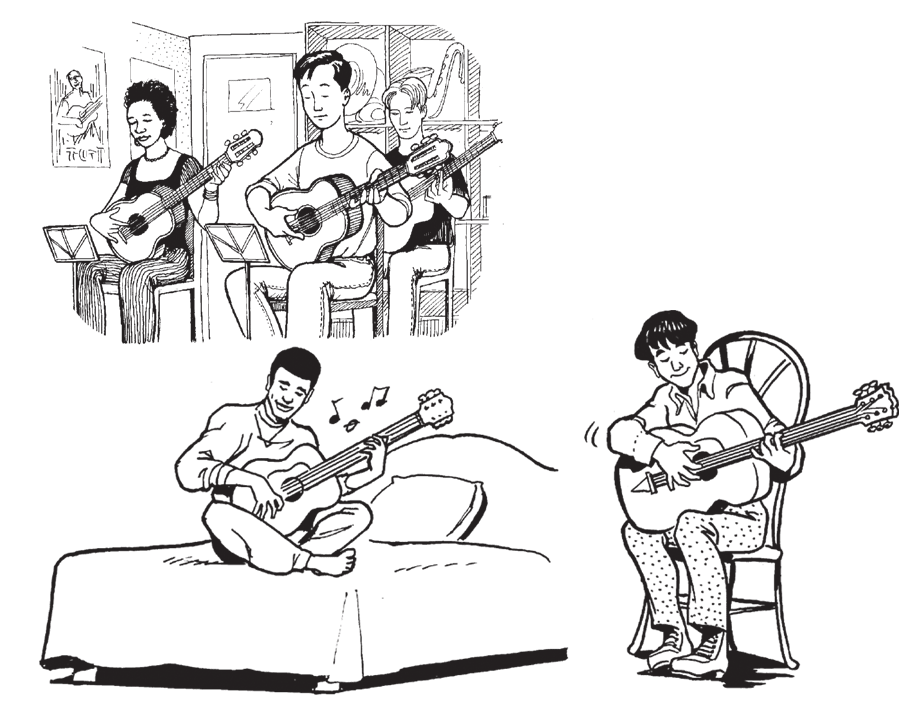
**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5.**  **6.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. 8. **

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**9.  10. **

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Verb Poster – FLEX 5

On the reverse side of this paper, draw yourself doing your favorite activity from our vocabulary list. Write a caption **in Spanish** saying “I like to \_\_\_.”

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_

Survey Activity

My question to ask:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Student name | Answer to my question |
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Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clase: \_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_

Gustar translation exercises

Read the following sentences. Using the space provided, translate them into good, natural English.

1. Me gusta mucho montar en bicicleta.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. No me gusta hacer la tarea en la clase de matemáticas.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ¿Te gusta escuchar música rock?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A María, no le gusta preparar la comida.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A Gustavo, le gusta jugar al fútbol porque él es atlético.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Soraya es muy artística. Le gusta mucho dibujar.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A Chucho le gusta estudiar porque él es muy serio.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A Martín, le gusta tocar la guitarra porque le gusta mucho la música.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A Teresita, le gusta preparar la comida porque le gusta comer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A Juanjo, le gusta mirar la televisión porque él no es muy atlético.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_

FLEX Book Project

This project is a collection of students’ writing samples during the nine weeks. Each student will complete three writing samples:

1. Part I – Describe yourself (using “yo soy” and adjectives).
2. Part II – Tell what you like to do (using “me gusta” and verbs)
3. Part III – Describe two friends and tell what they like to do (using “él/ella es” and “le gusta”).

Students will use these writing samples as the text for a book about themselves. The teacher will supply all the basic materials needed for the book, though students are encouraged to use any other materials that may be appropriate (personal photos, sketches, decorations, etc.).

**From cover to cover, the book must include:**

**Front cover** – decorated, with a title and with the student’s name listed as the author

**Title page** – like the front cover, but without decoration

**Part I –** introducing the student – include one **colored** picture, may be hand-drawn

**Part II** – telling what the student likes to do - include one **colored** picture, may be hand-drawn

**Part III** – describing two of the student’s friends - include one **colored** picture, may be hand-drawn

Extra information – optional, earns bonus points (but you must fill out the rubric correctly to earn them!)

**Spanish/English glossary** of vocabulary words and new words the student has used in his/her writing

**Back cover** – need not be decorated, but is included to protect the pages of the book.

Work beyond these basic requirements may earn up to 3 bonus points. Students might consider adding a table of contents, extra pictures, an extra writing sample, illustrations to the glossary, or other appropriate additions that will enhance the book. In order to receive bonus points, students **must** fill out the “extra work” section of the rubric.

Students have been given a copy of the rubric that will be used to grade this project. A sample book is available in the Spanish classroom for students to view as they work.

**WRITING PROMPTS – FLEX BOOK PROJECT**

**Part I - ¿Cómo soy? - What am I like?**

**Assignment: Describe yourself.**

**- Describe what you look like and describe your personality.**

**- Tell where you are from (Yo soy de \_\_).**

**- Tell what you *aren't* (Yo no soy \_\_\_).**

\*\*Remember to change adjectives to be masculine or feminine!

tengo pelo castaño - I have brown hair

tengo ojos cafés - I have brown eyes

rubio – blond

azules – blue

verdes – green

pardos – hazel

**Part II - ¿Qué me gusta hacer?**

Write a paragraph in Spanish describing what you do and don't like to do.

Be specific! Tell WHY you like or don’t like to do things.

(porque = because)

Use "Me gusta \_\_" and "No me gusta \_\_".

**PART III - ¿Cómo son mis amigos?**

Pick two friends. Describe them separately. Tell what each one likes to do. Be thorough. Include details.

Tell where your friends are from (él es de... or ella es de...).

Se llama - he/she is called \_\_.

Ella es - she is

Él es - he is

Le gusta - he/she likes

**Book Project – Self-Evaluation Form   
CIRCLE ONE statement in each row that best describes your work.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **0** |
| **Front Cover**  **Read across and circle ONE statement describing your work**  **🡪** | I have a front cover. It is decorated. It has my book title and my name as the author. | I have a front cover. It is not decorated OR it does not have a title OR it does not have my name as the author. | I have a front cover. It’s not decorated or it’s missing a lot of information. | I do not have a front cover. |
| **Title Page**  **Read across and circle ONE statement describing your work**  **🡪** | I have a title page. It has my book title and my name as the author. | I have a title page. It is missing a title OR my name. | I have a title page but it is so sloppy that it is difficult to read. | I do not have a title page. |
| **Part I – Yo soy...**  **Read across and circle ONE statement describing your work**  **🡪** | I have included Part I, describing myself. My page is neatly written and includes at least one **colored** picture. | My Part I is a little messy or my picture isn’t colored, but I have included a picture and the entire writing sample. | I have included Part I, but I don’t have a picture. | I do not have Part I. |
| **Part II – Me gusta...**  **Read across and circle ONE statement describing your work**  **🡪** | I have included Part II. My page is neatly written and includes at least one **colored** picture. | My Part II is a little messy or my picture isn’t colored, but I have included a picture and the entire writing sample. | I have included Part II, but I don’t have a picture. | I do not have Part II. |
| **Part III – Mis amigos...**  **Read across and circle ONE statement describing your work**  **🡪** | I have included Part III. My page is neatly written and includes at least one **colored** picture. | My Part III is a little messy or my picture isn’t colored, but I have included a picture and the entire writing sample. | I have included Part III, but I don’t have a picture. | I do not have Part III. |
| **Spanish/English glossary**  **Read across and circle ONE statement describing your work**  **🡪** | I have included a glossary. I used all the vocabulary words from my writing samples. I think my glossary will be very helpful to someone reading my book. | I included a glossary. I included some of the vocabulary words from my writing samples. It might be helpful to someone reading my book. | I included a glossary. It doesn’t have many words in it, or it is so messy that it’s difficult to read. | I did not include a glossary. |
| **TOTAL POINTS: (number of boxes circled times the number at the top of the column)** | + | + | + | = | ADD ALL POINTS:  **/ 24** |

**EXTRA WORK:** Describe here any extra work you did in addition to the basic requirements:

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** CLASS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflection Questions   
Answer these in **complete sentences** in English, please.

Student’s self-assessed score from reverse side:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 24

Teacher agrees / Teacher disagrees

Teacher’s grade:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 24

Plus the points earned for reflection questions:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 10

**Total entered in gradebook:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / 34**

Comments:

1. How did this project turn out for you?
2. What did you learn while doing this project?
3. Which part of the project did you do best? Why?
4. How could you improve your project?
5. If you could change the project, how would you change it?